UNIVERSITY OF SANTA CLARA

GRADUATE DIVISION

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ANNOUNCEMENTS

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UNIVERSITY OF SANTA CLARA

THE GRADUATE DIVISION
OF
ARTS AND SCIENCES

Master of Arts in Education

Master of Arts in English

Master of Arts in History

Master of Science in Teaching Mathematics

California Secondary Credential Program

For General Information Address:

Office of the Registrar
University of Santa Clara
Santa Clara, California

SEPARATE BULLETINS FOR THE SCHOOL OF BUSINESS, SCHOOL OF ENGINEERING, AND SCHOOL OF LAW ARE AVAILABLE UPON REQUEST.

Announcement of the Graduate Division of Arts and Sciences

To mould men after the model of the
Man-God, and thus form them to
serve their fellow men, their
country and their God;
this is the ideal and
the purpose of
the University
of Santa
Clara

University of Santa Clara
Santa Clara, California
Telephone: 296-3360

FEBRUARY 1963

UNIVERSITY OF SANTA CLARA

Affiliations

The Council of Graduate Schools of the United States
Member National Catholic Educational Association
Member Jesuit Educational Association
Accredited by the Western Association of Schools and Colleges
Member American Council on Education
Accredited by Engineer's Council for Professional Development
Approved by the American Bar Association
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Acting Chairman, Department of Philosophy
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ROBERT W. L. SMITH (1961)
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Chairman, Department of Psychology
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M.A., 1940, Gonzaga University

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Lecturer in Political Science
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A.B., 1942, San Francisco State College; M.A., 1952, Stanford University; Ph.D., 1961, University of Madrid

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Instructor in English
Director of Summer Session
A.B., 1939, University of California; M.A., 1949, Gonzaga University; S.T.L., 1953, Alma College; M.A., 1957, University of California

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GENERAL STATEMENT

The Graduate Division of Santa Clara University offers men and women holding a Bachelor's degree and presenting a college record of superior quality, programs in specified academic fields leading to the degrees of Master of Arts and Master of Science. It also offers courses accredited by the Board of Education of the State of California for the credential to teach in the tax supported secondary schools.

Students may pursue work for the Master's degree exclusively, they may concentrate on completing the courses required for the credential to teach in secondary schools or they may work concurrently for the degree and the secondary credential. The combined objective will require additional credit hours and longer residence.

LOCATION

The offices and facilities of the Graduate Division are located on the campus of the University. This is on the site of Mission Santa Clara, established by Father Junipero Serra, the famed missionary of the Order of St. Francis in the year 1777. From this foundation the surrounding Santa Clara Valley, as well as the city and county of Santa Clara, derived its name. The campus, located on El Camino Real, Highway 101, is forty miles south of San Francisco. Airplane and train terminals are close by in San Jose.

HISTORY

The University was founded in 1851 by the Jesuit Fathers at the request of the first Archbishop of San Francisco, the Right Reverend Joseph S. Alemany, O.P. It was chartered by the State of California as Santa Clara College on April 28, 1855, and in 1857 conferred the first Bachelor of Arts degree in the State of California.

When in 1912, courses in Law and Engineering were added to the Liberal Arts and Science Curricula, the President and Board of Trustees adopted officially the title "The University of Santa Clara."

In 1923 an extensive building program was begun. Older buldings were replaced by more adequate and modern ones. The *Alumni Science Hall* was built during this year. In 1924 the Montgomery Laboratories; *the Seifert Gymnasium;* the Service Building; and Kenna Hall, a combination dormitory and classroom building, were added to the campus. In 1925 the Donohoe Memorial Infirmary was constructed, and in 1926 the University Auditorium was remodeled and modernized. In 1927 the Mission Church was destroyed by fire. This was rebuilt in 1928, and at the same time a gift from the California Knights of Columbus made possible the building of the Ricard Memorial Observatory. Additional residence space and new dining facilities for students and faculty were made available when Nobili Hall was completed in 1930. Varsi Library was built in 1931. In 1938 the College of Law was moved to Bergin Hall, a newly constructed building financed by and named for the first graduate of the University.

In 1946, the student population doubled what it was in 1942, and the administration planned additional facilities and services. In 1950,

in partial commemoration of the Centennial of the founding of the University, Delia L. Walsh Hall, for the administrative offices, and James E. Walsh Hall, a new dormitory, were completed. The de Saisset Art Gallery and Museum was opened to serve University needs in 1955, and in 1956, with the assistance of a federal loan, Edward McLaughlin Hall, a dormitory building, was built. The Graduate Division in Arts and Sciences and the graduate program of the School of Engineering were begun in 1958, and the graduate program in the School of Business the following year. The George L. Sullivan Engineering Center was dedicated in 1960. Women were admitted to the University in September 1961. In addition to the recently completed Dunne Hall for men, new construction on campus includes the Robert E. Benson Memorial Student Union, the Edwin A. Heafey Law Library, the Michel Orradre Library, and Graham Hall for women. In 1962, the University enrolled nearly 1500 full-time undergraduates and over 1100 part-time graduate students.

ORGANIZATION

The Graduate Division is an integral part of the University administered by a Director. The Committee on Graduate Studies is responsible for the organization and supervision of all graduate courses and programs in the College of Arts and Sciences. Graduate programs in business and engineering are under the direct supervision of the Dean of the School of Business and the Dean of the School of Engineering.

FIELDS OF GRADUATE STUDY AND DEGREES OFFERED

The degree Master of Arts may be earned in Education, English or History. The Master of Science in the Teaching of Mathematics (M.S. T.M.) is a terminal degree offered to experienced teachers of mathematics in high school. Programs leading to the General Secondary Credential and the Credential in Guidance are offered in Teacher Education. The degree Master of Business Administration (M.B.A.) and the degree Master of Science in Engineering are described in the catalogues of the School of Business and the School of Engineering.

CATEGORIES OF STUDENTS IN THE GRADUATE DIVISION

1. Classified students are those working for a graduate degree under the direction of a department or its equivalent.
2. Unclassified students are those who do not intend to apply for a graduate degree at the University. They may be students working to fulfill the requirements for the secondary credential or they may be students working to improve their position in a school system. The credit received by such students will be officially recorded and may be certified to school boards and other institutions but will not be accepted towards a degree should the student later wish to become classified.

EVALUATION AND RECORDING OF COURSE WORK IN GRADUATE PROGRAM

A indicates, not only high achievement, but also an unusual degree of intellectual ability and initiative.

B indicates attainment of above average. A grade of B is required in any upper division course (100-199) for inclusion in a degree program.

C indicates work of minimum or average attainment. A grade of C is required in any graduate course for inclusion in a degree program.

D indicates work of inferior quality but passing.

F indicates failure.

I indicates that the work of the course has not been completed by the end of the semester or session. An I is assigned rarely, and only because of circumstances beyond the student's control, such as extended illness. In any case an I must be removed before the end of the subsequent semester or session, otherwise, it will be changed to an F at the direction of the Director of the Graduate Division.

W indicates an authorized withdrawal within the first five weeks of a course.

W/P indicates an authorized withdrawal after the first five weeks of a course in which the student is doing satisfactory work.

W/F indicates an authorized withdrawal after the first five weeks of a course in which the student is doing unsatisfactory work.

A/F indicates failure due to excess of absences. It is also assigned at the direction of the Director of the Graduate Division for an unauthorized withdrawal from the Graduate Division.

ADMISSION OF GRADUATE STUDENTS

1. The applicant for admission to the Graduate Division must possess a Bachelor's degree or its equivalent from a recognized institution. The student's previous academic record must give evidence of the ability and the preparation necessary for pursuing graduate studies. Applicants who desire classified status must present a B average. A somewhat lower average may be accepted from those applying for unclassified status.
2. A formal application is necessary for admission to the Graduate Division. Application forms may be requested directly from Registrar. The status (classified or unclassified) desired in the Graduate Division should be indicated.
3. The application form, together with official transcripts of previous college and university studies, the recommendation forms and other documents, should be sent directly to the Registrar and should be filed at least four weeks before the beginning of the semester in which registration is desired.
4. Ordinarily the prerequisite for the principal or major subject is the equivalent of an undergraduate major as understood in this university;

that is, a sequence of twenty-four semester hours of upper division courses (designated by numbers between 100-199) in the subject. The qualitative character of the undergraduate preparatory course, which should include at least one minor sequence of twelve semester hours of upper division courses, will be considered important in establishing an applicant's eligibility. The University reserves the right to prescribe special prerequisites even though the applicant presents evidence of having earned the required number of undergraduate credit hours. The exercise of this right should not be interpreted as prejudicial to the full recognition of the school previously attended by the applicant.

5. After the application has been approved the type of degree desired or the major field may be changed only on written petition to the Director of the Graduate Division. For each such change initiated by the student, a fee of five dollars ($5.00) is charged. The same regulation applies to a change from unclassified to a classified status.
6. It must be emphasized that graduate students are not *ipso facto* to be considered as candidates for the Master's degree and that admission to the Graduate Division as an applicant for the Master's degree does not imply the right to such candidacy.

RESIDENCE

The graduate student must devote at least one year or its equivalent entirely to resident graduate study. However, a student who can give only part-time to graduate work will not be allowed to complete the total course program in one year. The entire graduate program, exclusive of prerequisites, must be completed in five years.

COURSES

The Master of Arts degree may be earned according to one of the two following plans. In Plan A, the student must take 24 units of course work, write a thesis, and pass a comprehensive oral examination on the thesis and its background. In Plan B, the student must take 30 units of course work and write two three-hour comprehensive examinations. In both cases the course constituting the program must form a unified and coordinated whole under the direction of the Chairman of the department.

The terminal degree Master of Science in the Teaching of Mathematics may be earned by 30 units of course work in addition to prerequisites. A combination of thesis and directed study may count for 6 of these units.

ADVANCEMENT TO CANDIDACY

The applicant must request candidacy papers and submit them, together with an approved outline of a proposed thesis, to the Director of the Graduate Division not later than the date set in the University calendar. These papers are submitted to the Committee on Graduate Studies for official action. After favorable action, the applicant is notified of his advancement to candidacy.

THESIS

The candidate must present three typewritten copies of his thesis which gives evidence of marked attainment in some phase of his principal subject. The thesis must show thorough knowledge of the field, power of independent thought and capacity for original research. It must be acceptable in literary style, composition and format. Together with the thesis, the candidate must submit three copies of a digest setting forth the substance of the thesis. After the thesis has been finally approved, four to six semester hours beyond the required program will be allowed.

The responsibility for placing the thesis in the hands of the members of the Committee appointed to guide the graduate student rests with the candidate.

The thesis must be completed and approved within five years from the time of admission into the Graduate Division. Failure to complete a satisfactory thesis within this time shall result in disqualificaton from the graduate program. One bound copy of the thesis is required for the library and one copy for the department.

THESIS EXAMINATION (PLAN A)

When the Committee appointed to read the thesis has approved it, the candidate is required to pass a comprehensive oral examination of approximately one hour and a half on his thesis and its background. The individual examiners will report the results of the examination in writing to the Director of the Graduate Program who will communicate them to the student.

COMPREHENSIVE WRITTEN EXAMINATION (PLAN B)

Students following Plan B must pass two three-hour comprehensive written examinations towards the close of the semester in which the course requirements are completed.

RE-EXAMINATION

Students who fail a part of the examination which is less than one-half of the total may be re-examined. Students who fail more than one-half of the examination may be failed simply, or may be re-examined at the end of the following semester or summer. Students who delay more than a calendar year to take re-examinations become ineligible for the Master's degree.

DEPARTMENTAL REGULATIONS

In addition to these general requirements each department may, with the approval of the Committee on Graduate Studies, formulate additional requirements adapted to its special area of study. These requirements will be found at the head of the departmental announcement of courses.

TUITION AND EXPENSES

All fees are subject to changes without notice.

I.	Application Fee. (This fee is not refundable. It is payable on filing an application.)	$ 5.00
II.	Registration Fee (Payable each semester.)	5.00
III.	Tuition – Master's Degree Program – per unit	30.00
	Tuition – Teacher Education Program – per unit	25.00
	Visitor's fee per semester course	25.00
IV.	Other Fees:	
	Late Registration Fee	5.00
	Special Examination Fee	5.00
	Credential Fee	15.00
	Graduation Fee for the Master's Degree	25.00
	Degrees Conferred in Absentia June Graduation	30.00

Tuition and fees may be changed at the discretion of the Board of Trustees. All charges are to be paid in advance of registration or, at the latest, on the day of registration.

Students who have unpaid bills at the University or who defer payments without approval are subject to dismissal from the University and as long as such bills remain unpaid may not receive transcripts of credit nor any diploma.

Refunds on tuitions will not be made to those who drop classes except for 1) withdrawal before the middle of the semester because of illness when one-half of the tuition is refunded; 2) withdrawal within one week of registration with the approval of the Director of the Division in which case all but ten dollars is refunded.

THE SUMMER SESSION

Courses offered in the summer session are on the same basis as those of the regular semesters and are acceptable towards any degree program. Students whose work is confined to summer sessions exclusively must complete the entire program for the Master's degree within a period of six consecutive summers. Only part of the credential programs can be taken in summer sessions.

Such students must fulfill all requirements necessary for advancement to candidacy for the Master's degree before the end of the fourth consecutive summer. This includes such requirements as the qualifying examination, the language examination, etc., as indicated in the general departmental regulations. Applications for advancement to candidacy must have been approved by the Committee on Graduate Studies before the end of the fourth consecutive summer.

FINANCIAL AIDS

Remission of one-half of full tuition on courses taken at the University will be granted upon request to persons engaged in full-time teaching in public or private schools in the adjoining area. The applicants must

present a teacher credential or a letter from the Principal of the school where he is employed attesting to the fact.

The National Defense Student Loan program is available at the University. If the borrower becomes a full-time teacher in a public elementary or secondary school, a maximum of 50 per cent of the loan (plus interest) may be cancelled at the rate of 10 per cent for each year of teaching.

After a semester of residence the student may apply for the position of student prefect in one of the residence halls. The compensation of student prefects is free room and board.

THE MASTER'S PROGRAM IN ENGLISH

John J. Quinn, Ph.D.
Chairman of the Department

The training for the Master of Arts degree with a major in English is designed to develop students who are well-read in English literature, have valid standards of critical judgment, and combine a mature ability in research with sound appreciation of literary art.

PREREQUISITES

Prerequisites to study for the Master's degree is a Bachelor's degree and an undergraduate major in English as understood at the University of Santa Clara. Thirty-six credit hours are ordinarily required. Of these twelve would ordinarily be in lower division courses and twenty-four in upper division courses.

A candidate presenting a minimum of eighteen upper division units in English may be accepted, however, but these eighteen must include a semester's course in Shakespeare, a semester's course in Chaucer, and two period survey courses from among the following: Age of Milton (104), Renaissance Period (113), Neo-Classical Period (114), Romantic Period (115), Victorian Period (116), Modern British Literature (119), or Medieval Period (122).

A candidate for admission presenting courses other than these may fulfill these requirements while enrolled in graduate school; they will be counted as part of the twenty-four (or thirty units) leading to the M.A. degree in English.

MODERN LANGUAGE EXAMINATIONS

Before advancement to candidacy, applicants for the Master's degree must pass a written examination to establish their reading ability in either French or German. These examinations are administered by the English Department on dates established in the University calendar.

With the consent of the Department, and where the proposed field of study justifies it, another modern foreign language may be substituted.

COURSES

The following undergraduate and graduate courses are open to graduate students on the advice and with the approval of the chairman. All candidates for the Master's Degree, however, must complete the Introduction to Graduate Study (English 200) and Old English (English 202).

SECTION I. THE ENGLISH LANGUAGE
101. History of the English Language
202. Old English
203. English Grammar and Linguistics
204. Middle English Language

SECTION II. THE MIDDLE AGES
105. Chaucer
122. The Medieval Period
205A-205B. Studies in Chaucer
222. Seminar in Medieval Literature

SECTION III. THE RENAISSANCE
103A-103B. Shakespeare
113. The Renaissance Period
210. Seminar in Renaissance Drama
213. Seminar in Renaissance Literature

SECTION IV. RESTORATION AND EIGHTEENTH CENTURY
104. Age of Milton
114. The Neo-Classical Period
214. Seminar in Eighteenth Century Literature

SECTION V. THE NINETEENTH AND TWENTIETH CENTURIES
115. The Romantic Period
116. The Victorian Period
119. Modern British Literature
216. Seminar in Victorian Literature

SECTION VI. AMERICAN LITERATURE
108A-108B. American Literature
208A-208B. Seminar in American Literature

SECTION VII. SPECIAL SUBJECTS
107. Comparative Literature
110. Mythological Background of English Literature
120. The English Novel
121. Creative Writing Workshop
123. The American Novel
124. Contemporary American Writers
125. Problems in Modern Prose Fiction
128. Modern British Novel
140. Poetry
200. Introduction to the Graduate Study of English
225. Studies in Prose
290. Directed Research

DESCRIPTION OF COURSES

101. (3) History of the English Langauge. Origin and development of morphology, vocabulary, syntax of English in Great Britain and the United States.

103A-103B. (3-3) Shakespeare. An intensive study of selected plays and an introduction to Shakespeare criticism and scholarship.

104. (3) Age of Milton. Readings in the Literature of the late Renaissance. Milton's important prose works, early poems, *Paradise Lost, Paradise Regained, Samson Agonistes.*

105. (3) Chaucer. Chaucer's life, literary, social, philosophical, religious backgrounds, reading in Middle English mainly of *Canterbury Tales.*

106. (3) Principles of Literary Criticism. Representative critical theory ancient and modern. Explication and evaluation of literary texts and study of the various principles of literary judgment.

107A-107B. (3-3) Comparative Literature. Ancient, Medieval, Renaissance, Modern masterpieces from Russia, the Continent, the Americas. Thematic, stylistic influences on English and American Literature.

108A-108B. (3-3) Survey of American Literature. Literature of the United States. (A) from the beginnings to 1860; (B) from 1860 to the present.

110. (3) Mythological Background of English Literature. Nature and function of mythology in literature. Special reference to influence of Greek myths in the literary tradition up to the present.

112. (3) The English Drama. English drama from medieval to modern period. Types, excellence, literary theories considered in milieu of the various ages.

113. (3) The Renaissance Period. Literature of the English Renaissance—(1485-1660).

114. (3) The Neo-Classical Period. Literature (prose and poetry, except novel) from 1660-1798. Genres, excellence, literary principles considered in milieu of the age.

115. (3) The Romantic Period. Prose and poetry of England's Age of Romanticism—(1798-1832).

116. (3) The Victorian Period. Prose, poetry, drama of the Victorian Period—(1832-1901).

119. Modern British Literature. Prose, poetry, drama of Britain since the Victorian Age. Representative forces in twentieth-century thought.

120. (3) English Novel. Backgrounds, origins, critical history. Reading of novels in chronological sequence from eighteenth to twentieth centuries.

121. (3) Creative Writing Workshop. Instruction and practice in the writing of imaginative literature. Editorial commentary and criticism.

122. (3) The Medieval Period. Social, philosophical, religious backgrounds. Readings in all literary genres from epic to morality plays.

123. (3) American Novel. Reading of important novels and a historical survey. Emphasis on major writers.

124. (3) Contemporary American Writers. Poets, short-story writers, non-fictional prose writers, dramatists of the twentieth century.

125. (3) Problems in Modern Prose Fiction. Prose architectonics from Flaubert to Faulkner. To include analysis of point of view, symbolism, and dramatic structure.

128. (3) Modern British Novel. Background. Criticism. Themes. Trends. Readings from the turn of the present century to contemporary times.

140. (3) Poetry. The mechanics and structure of various types of poetry. Emphasis on lyric poetry. Exercises in poetic analysis and composition.

GRADUATE COURSES

200. (3) Introduction to Graduate Study. Bibliography. Methods and materials for literary research. Required of M.A. candidates.

202. (3) Old English. Language and selected literature of the Old English period. Linguistic laws. Vocabulary formation. Required of M.A. candidates.

203. (3) English Grammar and Linguistics. Historical survey of traditional parts of speech and syntax. Consideration of contemporary leaders in structural linguistic movement in English grammar.

204. (3) Middle English. The English language, its dialects and literature in the period 1100-1500.

205A-205B. (3-3) Studies in Chaucer. Special attention to langauge, literary characteristics, literary, philosophical background; *Canterbury Tales, Troilus and Criseyde* in alternate semesters.

208A-208B. (3-3) Seminar in American Literature. Research into significant works of major figures. Special attention to historical, literary backgrounds.

210. (3) Seminar in Renaissance Drama. Research into background and development of selected, representative plays.

213. (3) Seminar in Renaissance Literature. Research into the more significant works. Special attention to literary characteristics and philosophical background.

214. (3) Seminar in Eighteenth-Century Literature. Letters, journals, biography, satire. Attention to philosophical, critical backgrounds.

216. (3) Seminar in Victorian Literature. Research into selected works of Victorian and later English writers. Special attention to philosophical, religious, social backgrounds.

222. (3) Seminar in Medieval Literature (exclusive of Chaucer). Research into literary context and characteristics of selected works. Special reference to *Pearl, Sir Gawain and the Green Knight, Piers Plowman.*

225. (3) Studies in Prose. Analysis of problems peculiar to modern prose fiction.

290. (1-6) Directed Research.

THE MASTER'S PROGRAM IN HISTORY

EDWIN A. BEILHARZ, Ph.D
Chairman of the Department

PREREQUISITES

Prerequisite to the study for the Master's degree is a Bachelor's degree and an undergraduate major in History as understood at the University of Santa Clara. A minimum of thirty hours is required. Of these, six may be in lower division courses and twenty-four in upper division courses. Among the courses presented must be included one six-hour course in The History of Western Civilization, one six-hour course in The History of the United States and a semester course introductory to Historical Method and Bibliography. A minor sequence of courses in a related Social Science is recommended, but at least six hours in the Social Sciences will be required.

A candidate for admission who presents other courses than these may be required to include some or all in the graduate program.

MODERN LANGUAGE EXAMINATIONS

Before advancement to candidacy, applicants for the Master's degree must pass a written examination to establish their reading ability in either French or German. These examinations are administered by the History Department on dates established in the University calendar.

With the consent of the Department, and where the proposed field of study justifies it, another modern language may be substituted.

COURSES

The following undergraduate and graduate courses are open to graduate students on the advice and with the approval of the Chairman of the Department of History. All candidates for the Master's degree, however, must complete the course in Historiography.

DESCRIPTION OF COURSES

101. (2) INTRODUCTION TO HISTORICAL METHODS AND BIBLIOGRAPHY. Two papers and a bibliography are prepared by each student, and the use of the library is emphasized. Two hours. One semester. Mr. Giacomini

121. (3) THE MIDDLE AGES. A study of the development of medieval society and institutions leading to the cultural flowering of the High Middle Ages, and to its decline. Three hours. One semester.
Fr. Brusher

131A. (3) THE RENAISSANCE AND REFORMATION. A critical study of the revival of the old and the birth of new learning. The Protestant Revolt and the Catholic Counter Reformation. Three hours. One semester.
Fr. Brusher

131B. (3) THE SEVENTEENTH AND EIGHTEENTH CENTURIES. The rise of absolute monarchies. The struggle for European preeminence and world empire. The Benevolent Despots. Three hours. One semester.
Dr. Beilharz

133. (3) THE FRENCH REVOLUTION. A study of the causes, the course, and the significance of the French Revolution and the career of Napoleon. Three hours. One semester. Fr. Brusher

135. (3) RUSSIA. The changing patterns of Russian society, economy, and political organization from the rise of the Romanovs to the present. Three hours. One semester. Fr. Brusher

144. (3) EUROPEAN DIPLOMATIC HISTORY. A study of the relations of the major European powers since 1848, with emphasis on the economic, political and social factors which influenced these relations. Three hours. One semester. Mr. Giacomini

145. (3) THE NINETEENTH CENTURY. A study of the revolutionary movements in Europe stemming from the French and industrial revolutions. The rise of the middle classes and the struggle for liberal constitutional government. Underlying social unrest. Three hours. One semester. Fr. Brusher

146. (3) THE TWENTIETH CENTURY. The intensification of national and imperial rivalries in Europe, culminating in universal wars. Social upheavals and their effects. Attempts at world organization to enforce peace. Three hours. One semester. Fr. Brusher

151. (3) HISTORY OF ENGLAND. The growth of the English state and constitution. The English reformation. Constitutional struggles under the Tudor and Stuart monarchs. Three hours. One semester. Staff

155. (3) THE BRITISH COMMONWEALTH AND EMPIRE. A study of developments in England and in the British world system in modern times. The rise of the free dominions. Imperial problems in India, the Near East and Africa. England in the two world wars and their aftermath. Three hours. One semester. Dr. Beilharz

161A-161B. (3-3) HISTORY OF THE AMERICAS. The aboriginal world. The course of exploration and conquest. The colonial systems. The revolutions in North and South America. Organization of the new self-governing nations. Inter-American relations. The Monroe Doctrine, Pan-Americanism, and the Good Neighbor Policy. Six hours. Two semesters.
Mr. Giacomini

162. (3) HISTORY OF THE CARIBBEAN. A study of Caribbean history from the 18th Century to the present, including the rise and decline of the sugar colonies, slavery, revolution and independence, and the evolving economic, political and social patterns of the area. Three hours. One semester. Mr. Giacomini

166. (3) Mexico. The history of Mexico from the sixteenth century to the present, with emphasis on the national period. Three hours. One semester. Mr. Giacomini

167. (3) Diplomatic History of the United States. A survey of the international relations of the United States, with special emphasis on the period since 1890, and the economic, political, social and public opinion forces influencing the development of American policy. Three hours. One semester. Mr. Giacomini

171A-171B. (3-3) Survey of United States History. A general course tracing the major political, social, economic and expansionist trends in our history from colonial origins to recent times. Six hours. Two semesters. Dr. Hannah, Dr. Beilharz, Mr. Giacomini

173A-173B. (3-3) Social and Intellectual History of the United States in the Nineteenth Century. Primarily a study of American society, cultural changes, and controversies of the age. Six hours. Two semesters. Dr. Hannah

174A-174B. (3-3) The United States in the Twentieth Century. Transformations in American life, society, culture and world position. Six hours. Two semesters. Dr. Hannah

187. (3) History of the West. The spread of the frontier and the emergence of special western problems. Western influence on American development. Three hours. One semester. Dr. Beilharz

189. (3) California. The history of California, with major attention given to the period following its annexation to the United States. Three hours. One semester. Dr. Beilharz

191. (3) The Far East. A general history of the East Asiatic nations, with emphasis on the recent period. Three hours. One semester. Dr. Beilharz

GRADUATE COURSES

201A-201B. (2-2) Historiography and Historical Criticism. A study of selected historians and schools of historical interpretation. Four hours. Two semesters. Fr. Brusher

220A-220B. (3-3) Seminar in Medieval History. Six hours. Two semesters. Fr. Brusher

240A-240B. (3-3) Seminar in Modern European History. Six hours. Two semesters. Fr. Brusher

270A-270B. (3-3) Seminar in United States History. Six hours. Two semesters. Dr. Hannah

280A-280B. (3-3) Seminar in North American History. Six hours. Two semesters. Dr. Beilharz

298. (2 to 6) Directed Research. For graduate students in history. Staff

DEPARTMENT OF EDUCATION
THE GENERAL SECONDARY CREDENTIAL

ARTHUR T. PHELPS, ED.D.
Director, Teacher Education Program

The University of Santa Clara is accredited by the California State Board of Education to recommend qualified candidates for the California General Secondary Credential. Persons seeking this credential must first be admitted to the Graduate Division of the University in the prescribed manner. The Committee on Teacher Education will then act on the application.

The profession of teaching requires liberally educated persons who possess both professional competence and specialized knowledge and skill in the areas to be taught. The undergraduate preparation of teachers should include a broad general education. In his undergraduate years, also, the prospective teacher should develop a teaching major and a teaching minor and begin his study of professional education.

SELECTION

In the selection of students seeking to prepare for a credential, the Committee on Teacher Education will consider character, aptitude, physical and mental health, citizenship, and the quality and pattern of academic preparation.

STUDY PROGRAM

The prospective candidate for the credential should consult with the Director of Teacher Education for approval of his study program. He must spend two graduate semesters at the University, during which he completes a minimum of thirty units of upper division and graduate work with a grade-point average not lower than 2.75 when 2 equals C.

Teaching majors and minors are offered in the following fields at the University of Santa Clara: English, Foreign Language, Life Sciences and General Science, Mathematics, Physical Science and General Science, Social Studies, and Speech (minor only).

The candidate for the credential must complete the following twenty-four units in professional education, or other acceptable units: Education 111, 112, 113, 114, 116, 117, 120, 126 and 320A-B. A student will not be permitted to enroll in Education 320A-B, Directed Teaching, until he has satisfactorily completed one semester of residence under the supervision of the Department of Education.

The California State Board of Education is revising requirements for teaching credentials. New regulations will become effective in July 1963 and may necessitate some changes in the program at the University.

THE MASTER'S PROGRAM IN EDUCATION

GERALD E. MCDONALD
Chairman of the Department

The Master of Arts in Education is designed as a professional degree for school personnel in the fields of secondary school teaching and pupil personnel services. Thirty units of selected upper division and graduate work are required. As graduate preparation distinct from a state teaching credential the master's program provides for a concentration in the candidate's teaching field and a specified core of three graduate courses in professional education. For those who would elect the field of pupil personnel services the program calls for a professional training that is exclusively graduate in character.

PREREQUISITES

Prerequisites to the Master's degree in teaching are (1) a bachelor's degree or the equivalent from a recognized institution of learning, and (2) a state teaching credential or acceptance into the University's Secondary Credential Program.

Those seeking the Master's degree in pupil personnel services for positions in public education should be state-certified teachers possessing evidence of successful teaching in an elementary or secondary school. Adaptations will be made for those whose professional goals are diffierent.

The following or their equivalent are prerequisite courses in education.

Ed 108 History of Education
Ed 111 Principles and Philosophy of Education
Ed 113 Introduction to Educational Psychology
Ed 118 Growth and Development

CORE PROGRAM

For the programs in teaching and pupil personnel services the following courses are required:

Ed 218 Psychology of Development
Ed 220 Educational Research
Ed 275 Historical and Philosophical Foundations of Education

COURSE PROGRAMS

SECONDARY SCHOOL TEACHING: Candidates for the Master of Arts degree in Education may concentrate in the teaching fields of English

and History. Excepting the core requirement, course work in professional education or the teaching field should be selected according to needs.

STUDENT PERSONNEL SERVICES

Ed 217 Advanced Educational Psychology
Ed 219 Group Psychology
Ed 226 Principles and Procedures in Guidance
Ed 227 Counseling Process and Problems
Ed 300 Occupational Information and Placement
Ed 301 Organization and Administration of Guidance
Ed 307 Measurement for Guidance
Ed 309 Seminar in Guidance and Counseling
Ed 330 Counseling Practicum

A grade of B is required in Ed 227, Ed 309 and Ed 330.

Courses of Instruction

UPPER DIVISION

108. (2) HISTORY OF EDUCATION. The growth of American public education. The secondary school. The influence of leading educators. Major educational trends.

111. (2) PRINCIPLES AND PHILOSOPHY OF EDUCATION. A survey of principles, philosophy, and theory of education affecting present day procedure. Theories and principles are oriented with the philosophy of education.

112. (3) SECONDARY EDUCATION AND THE CURRICULUM. The scope, function, curriculum, and organization of the American secondary school. The American high school's historical background is given attention.

113. (3) INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. The psychological problems involved in education, with practical application of psychological principles. Special emphasis given to the nature of learning.

114. (2) METHODS AND MANAGEMENT. Classroom procedures in the secondary school. Methods and evaluation of instruction. Classroom management problems emphasized.

116. (2) AUDIO-VISUAL AIDS. Experience in and discussion of the methods and the mechanics of presenting classroom work with the use of audio-visual aids.

117. (2) PSYCHOLOGY OF ADOLESCENCE. The important physical, mental and moral changes occurring during the adolescent period. Considers the development of the attitudes, interests, and problems of the teenager.

118. (2) Growth and Development. Consideration of the processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity. (One, but not both courses, 117 and 118, is offered.)

120. (2) Introduction to Tests and Measurements. The purpose of measurement in education. Consideration of standardized tests of intelligence and achievement. Other means of evaluating learning.

126. (2) Principles and Practices of Guidance. A basic course covering philosophies of guidance. The psychological, sociological, and physiological factors involved in vocational, educational, social, health, and recreational guidance.

GRADUATE COURSES

201. (3) Public Education in the United States. The organization, control, program, and financing of public education in the United States, with special emphasis upon current issues in the field of public education.

202. (2) Professional Methods. A special methods course in the subject or field directly relating to the teaching major or minor, or both. To be taken concurrently with Education 320.

203. (2) Professional Methods — English. Objectives of teaching English. Organization of subject matter. Procedures in teaching literature, composition, grammar, and allied skills.

210. (2) Modern Curriculum Trends. Principles and practices of curriculum construction in modern American schools. Evaluation of the curriculum.

217. (2) Advanced Educational Psychology. Critical examination and evaluation of learning theories in educational psychology.

218. (2) Psychology of Development. Advanced study of the bodily processes and personality development from childhood through adolescence.

219. (2) Group Psychology. The role of small groups in the educational environment. Social and psychological factors in the etiology and control of group behavior. Communication as a socio-psychological and cultural process.

220. (3) Educational Research. Methods, techniques, and reporting of educational research.

226. (2) Principles and Procedures in Guidance. Development of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics, and legal aspects.

227. (3) Counseling Process and Problems. Educational, vocational and personal guidance, case conference, techniques, systematic study of cases with presentation of findings to the class.

275. (2) Historical and Philosophical Backgrounds of Education. Comparative philosophies of education in their historical backgrounds. History of education in the light of the basic philosophy back of it.

300. (3) Occupational Information and Placement. Educational and vocational information, planning and placement. Occupational choice, occupational trends, and work experience programs.

301. (2) Organization and Administration of Guidance. Methods of implementing and evaluating a guidance program. Problems of relating guidance services to the total curriculum of the school.

307. (2) Measurement for Guidance. Theory and practice of standardized testing procedures; the applications and limitations of standardized tests; elementary statistical procedures; techniques of administering group tests.

309. (3) Seminar in Guidance and Counseling. Survey of recent research concerning trends, problems and significant issues in guidance and counseling. Presentation of papers together with seminar discussions.

320A. (3) Directed Teaching. Participation and practice under supervision conducting classes in public high schools. Conferences with supervising instructors and with the Director of Teacher Education. Prerequisite: Graduate standing.

320B. (3) Directed Teaching. Participation and practice under supervision in conducting classes in public high schools. Conferences with supervising instructors and with the Director of Teacher Education. Prerequisite: Graduate Standing.

330. (4) Counseling Practicum. An internship program to include supervised experiences in educational, vocational and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel.

THE MASTER'S PROGRAM IN THE TEACHING OF MATHEMATICS (M.S.T.M.)

IRVING SUSSMAN, Ph.D.
Chairman of the Department

The Master of Science degree in the teaching of mathematics (M.S.T.M.) is a specially designed professional degree open to experienced high school mathematics teachers; its aim is the improvement and modernization of their subject matter competence.

The degree requires satifactory completion of 30 appropriate semester units of upper division or graduate work in mathematics, of which six may be earned by some combination of thesis and directed study.

By special arrangement unique to this degree a candidate may receive residence credit for the successful completion of approved study done in National Science Foundation In-Service and Summer Institutes held on this and affiliated campuses, and supported by grants awarded to the University of Santa Clara. However, in every case a minimum of two summer sessions or else one complete semester must be completed in actual residence on the campus of the University of Santa Clara.

PREREQUISITES

1. An acceptable baccalaureate degree. This may be in any approved subject matter.

2. Two years experience as a full-time teacher of mathematics in a departmentalized high school or junior college.

3. A minimum of six undergraduate units of analytic geometry and calculus, three units of college algebra, one year of college physics or its equivalent. Some of this prerequisite work may be done concurrently with work towards the M.S.T.M. (if the student is accepted for the program provisionally) but no graduate credit can be given for it.

LANGUAGE REQUIREMENT

No specific language requirement is imposed for the M.S.T.M. degree.

RESIDENCE

The University reserves the right to impose a time-limit requirement upon notification to the student, or by subsequent regulation. As of the moment, no time-limit requirement has been imposed.

COURSES

The specific courses which can be taken to fulfill the unit requirements for the degree are outlined hereafter. No course given is considered "strictly" of graduate nature or otherwise, although some of them are strictly graduate courses and are not offered in the regular undergraduate program of the University. Only courses numbered over 100 can be credited towards the M.S.T.M.

Not less than three, nor more than 12, units must be taken in each of the following four areas: Algebra, Geometry, Analysis, Applied Mathematics (here defined to include Probability and Statistics). It is pointed out that not all courses are given in any one year but are cycled according to need and prior approval of programs is necessary.

Applied Mathematics

M-110 Topics in Applied Mathematics
A. Applications to Physics
B. Applications to Engineering
M-121 Probability and Statistics

Miscellaneous (Electives)

M-107 Modern Concepts of Elementary Mathematics I
M-108 Modern Concepts II
M-160 Symbolic Logic
M-170 Development of Mathematics
M-172 Problem Solving I, II
M-190 Directed Study I, II
199 Thesis

COMMITTEE FOR THE M.S.T.M. DEGREE

Ex-officio at the University of Santa Clara

Reverend Alexis I. Mei, S.J., Ph.D., Academic Vice-President
Professor Irving Sussman, Ph.D.,
Coordinating Director, N.S.F. Programs, Chairman Math. Dept.
Professor A. P. Hillman, Ph.D., Associate Professor of Mathematics

Three additional members will be appointed from the staff of the N.S.F. Institutes faculty, which currently consists of the following professors:
Professor G. Polya, Ph.D., Stanford University
Professor M. Kramer, Ph.D., San Jose State College
Sister M. Rose, S.N.J.M., Ph.D., College of the Holy Names
Sister R. Julie, S.N.D., Ph.D., College of Notre Dame
Professor J. Ancheschi, Ph.D., College of the Holy Names
Professor E. Whitmore, Ph.D., San Francisco State College

THESIS

The thesis need not be based on original research in mathematics but may be expository in character. However, in every case the thesis must represent a valuable contribution to mathematics education in the high schools.

COMPREHENSIVE EXAMINATIONS

Oral or written comprehensive examinations are not *a priori* required, but may be imposed at the discretion of the Committee for the M.S.T.M. degree, independently of whether the thesis option is taken or not.

LISTING OF COURSES

Algebra

M-109 Introduction to Linear Algebra
M-111 Higher Algebra
M-115 Elementary Number Theory

Analysis

M-101 Intermediate Analysis
M-102 Advanced Calculus
M-103 Vector Analysis
M-104 Real Variables
M-105 Complex Variables

Geometry

M-112 Foundations of Geometry
M-113 Higher Geometry
M-114 Introduction to Topology

GRADUATE PROGRAM FOR THE M.B.A. DEGREE

The School of Business offers the Master of Business Administration program. This program is designed to prepare college graduates for careers leading to executive positions in business. To achieve this objective, M.B.A. candidates are offered an intensive course in the general areas of business management with sufficient concentration in technical fields to achieve a broad basis of understanding of the decision making and control processes. Courses are given in the late afternoon and evening.

Requirements for admission for the Master of Business Administration degree give recognition to the differences among candidates in educational background and experience.

The M.B.A. program can be built upon undergraduate work in Engineering, Business, Arts and Sciences, and other areas. A candidate for admission must have a bachelor's degree from an institution of accepted standing.

To guarantee minimum standards of performance, a student who has completed undergraduate courses in accounting, economics, and/or statistics will be required to pass qualifying examinations in these areas to satisfy the basic requirements in BA 200A, 213, and 230. Undergraduate courses in finance, business law, and marketing may be used to satisfy basic requirements as listed in the Group 1 courses (BA 220, BA 251, BA 290.)

If a student did not complte undergraduate courses in these basic areas, he cannot take the qualifying examinations, but must satisfy the requirements by taking the basic courses. Examinations will be administered approximately three weeks before opening of each semester. Special arrangements will be made for students coming from a distance.

Each program of study is planned on an individual basis, taking into consideration the objectives, needs, and background in the fields of the Basic Program of the American Association of Collegiate Schools of economics, marketing, law, and statistics. Candidates without such courses in their undergraduate program will be required to undertake additional graduate units.

For other information, please write School of Business, University of Santa Clara.

FOR THE MASTER OF SCIENCE DEGREE IN ENGINEERING

The Master of Science Program is designed to increase the technical competence of engineers engaged in design, research or development. Candidates are offered a common interest program in mathematics, physics, and engineering science. The remainder of each degree program is made up of elective sequences in the area of the candidate's special interest. The M.S. Degree is offered in Civil, Engineering Mechanics, Electrical and Mechanical Engineering. Two unit courses are scheduled in the morning, 7:10 to 9:00.

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